



Comparative Data to Inform Instructional Decisions

The information in this document is provided to help educators make informed decisions about what instructional programs or optional strategies might be used to help kids learn. These data should be used as one of many data points for instructional decisions rather than as the only single placement guide. They are applicable to a variety of instructional programs and instructional decisions. These might include but are not limited to:

- Identifying and qualifying students for various instructional strategies
- Guiding teachers who do not regularly make decisions on instructional program choices for students
- Scheduling and grouping to meet students' learning needs
- Screening for special or alternative instruction
- Staffing and resourcing

For each chart:

- The grade designations represent beginning-of-year grade levels.
- The RIT scores defining each level are separated by 1/2 standard deviation except for the highest level which is set at the 95th percentile.
- At all levels, consider differentiated instruction, flexible grouping, or tiered instruction.
- As scores ascend, give more consideration to curriculum-compacting, accelerated instructional pacing, and special programs.
- As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short cycle assessments, and special programs.

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.

MATHEMATICS										
1	2	3	4	5	6	7	8	9	10	
185	200	213	226	236	245	254	259	263	265	
176	192	205	217	227	235	242	247	251	254	
169	185	199	210	220	228	234	239	242	245	
NWEA Median	163	179	192	204	213	220	226	230	233	235
	156	172	186	197	206	212	217	221	224	226
	149	166	180	190	199	205	209	213	216	217
	142	159	174	184	191	197	201	204	207	207
	1	2	3	4	5	6	7	8	9	10

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for:

- 230 Introduction to Algebra
- 235 Algebra
- 245 Geometry

		READING									
Higher Achievement ↑ NWEA Median ↓ Lower Achievement		1	2	3	4	5	6	7	8	9	10
		181	202	215	224	231	236	240	244	247	249
		173	191	205	214	221	227	231	234	237	238
		166	184	198	207	214	220	224	227	229	231
		160	176	190	200	207	213	217	220	222	223
		154	168	183	192	200	205	209	212	214	215
		147	160	175	185	193	198	202	205	207	208
		141	153	168	178	186	191	195	197	199	200
		1	2	3	4	5	6	7	8	9	10

<div>Higher Achievement</div>		LANGUAGE USAGE								
		2	3	4	5	6	7	8	9	10
		201	215	224	230	234	238	240	243	245
		191	206	215	221	225	229	232	234	235
	183	198	208	214	219	222	225	228	228	
NWEA Median		175	191	201	207	212	216	219	221	222
	168	184	194	201	206	209	212	214	215	
	160	176	187	194	199	203	206	208	208	
	152	169	180	187	192	196	199	201	201	
<div>Lower Achievement</div>		2	3	4	5	6	7	8	9	10



For more information on applications of the data in this document, please contact your Partner Relations Representative at 503-624-1951.

		GENERAL SCIENCE							
		3	4	5	6	7	8	9	10
<div>Higher Achievement</div>		206	214	219	224	227	230	233	236
		200	207	212	216	220	222	225	228
		195	201	206	211	214	217	219	221
	NWEA Median	189	196	201	205	208	211	213	215
<div>Lower Achievement</div>		184	191	196	200	202	205	207	209
		179	186	190	194	197	199	201	202
		173	181	185	189	191	193	195	196
		3	4	5	6	7	8	9	10

		SCIENCE CONCEPTS AND PROCESSES							
		3	4	5	6	7	8	9	10
<div>Higher Achievement</div>		206	214	219	224	227	230	233	236
		198	205	210	215	218	221	225	225
		193	200	206	210	213	216	219	219
	NWEA Median	188	195	201	205	208	210	213	213
<div>Lower Achievement</div>		183	191	196	200	202	205	207	208
		178	186	191	195	197	200	201	202
		173	181	186	189	192	194	195	196
		3	4	5	6	7	8	9	10